

## Rafting Creek Elementary

4100 Hwy 261 North  
Rembert, SC 29128

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	231 Students	
<b>Principal</b>	Ida Barboza	803-432-2994
<b>Superintendent</b>	Dr. J. Frank Baker	803-469-6900
<b>Board Chair</b>	James Griffin	803-481-2147

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	47	72	15

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	Yes
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Average	Unsatisfactory	Yes

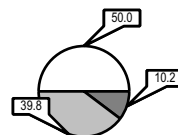
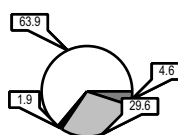
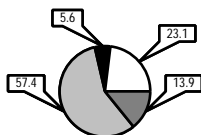
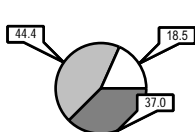
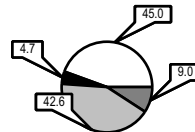
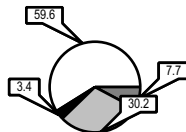
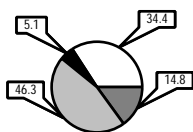
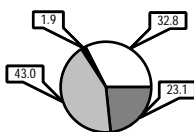
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	111	100.0	18.5	44.4	37.0	0.0	41.7	Yes	Yes
<b>Gender</b>									
Male	61	100.0	20.7	43.1	36.2	0.0	41.4		
Female	50	100.0	16.0	46.0	38.0	0.0	42.0		
<b>Racial/Ethnic Group</b>									
White	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	110	100.0	18.5	44.4	37.0	0.0	41.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	96	100.0	17.0	45.7	37.2	0.0	44.7		
Disabled	15	100.0	28.6	35.7	35.7	0.0	21.4	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	111	100.0	18.5	44.4	37.0	0.0	41.7		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	111	100.0	18.5	44.4	37.0	0.0	41.7		
<b>Socio-Economic Status</b>									
Subsidized meals	101	100.0	17.2	45.5	37.4	0.0	40.4	Yes	Yes
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	111	100.0	23.1	57.4	13.9	5.6	29.6	Yes	Yes
<b>Gender</b>									
Male	61	100.0	27.6	53.4	17.2	1.7	29.3		
Female	50	100.0	18.0	62.0	10.0	10.0	30.0		
<b>Racial/Ethnic Group</b>									
White	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	110	100.0	23.1	57.4	13.9	5.6	29.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	96	100.0	21.3	57.4	14.9	6.4	33.0		
Disabled	15	100.0	35.7	57.1	7.1	0.0	7.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	111	100.0	23.1	57.4	13.9	5.6	29.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	111	100.0	23.1	57.4	13.9	5.6	29.6		
<b>Socio-Economic Status</b>									
Subsidized meals	101	100.0	23.2	58.6	14.1	4.0	29.3	Yes	Yes
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	111	100.0	63.9	29.6	4.6	1.9	6.5
<b>Gender</b>							
Male	61	100.0	56.9	37.9	3.4	1.7	5.2
Female	50	100.0	72.0	20.0	6.0	2.0	8.0
<b>Racial/Ethnic Group</b>							
White	1	100.0	N/A	N/A	N/A	N/A	N/A
African American	110	100.0	63.9	29.6	4.6	1.9	6.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	96	100.0	62.8	30.9	4.3	2.1	6.4
Disabled	15	100.0	71.4	21.4	7.1	0.0	7.1
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	100.0	63.9	29.6	4.6	1.9	6.5
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	111	100.0	63.9	29.6	4.6	1.9	6.5
<b>Socio-Economic Status</b>							
Subsidized meals	101	100.0	65.7	29.3	4.0	1.0	5.1
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	111	100.0	50.0	39.8	10.2	0.0	10.2
<b>Gender</b>							
Male	61	100.0	46.6	39.7	13.8	0.0	13.8
Female	50	100.0	54.0	40.0	6.0	0.0	6.0
<b>Racial/Ethnic Group</b>							
White	1	100.0	N/A	N/A	N/A	N/A	N/A
African American	110	100.0	50.0	39.8	10.2	0.0	10.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	96	100.0	48.9	39.4	11.7	0.0	11.7
Disabled	15	100.0	57.1	42.9	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	111	100.0	50.0	39.8	10.2	0.0	10.2
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	111	100.0	50.0	39.8	10.2	0.0	10.2
<b>Socio-Economic Status</b>							
Subsidized meals	101	100.0	48.5	42.4	9.1	0.0	9.1
Full-pay meals	10	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	39	100.0	10.8	37.8	45.9	5.4	51.4
	4	40	100.0	23.1	51.3	25.6	N/A	25.6
	5	34	100.0	14.7	76.5	8.8	N/A	8.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	40	100.0	16.2	27.0	56.8	0.0	56.8
	4	34	100.0	26.5	41.2	32.4	0.0	32.4
	5	37	100.0	13.5	64.9	21.6	0.0	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	39	100.0	16.2	43.2	32.4	8.1	40.5
	4	40	100.0	28.2	56.4	10.3	5.1	15.4
	5	34	100.0	38.2	50.0	8.8	2.9	11.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	40	100.0	21.6	62.2	16.2	0.0	16.2
	4	34	100.0	29.4	52.9	8.8	8.8	17.6
	5	37	100.0	18.9	56.8	16.2	8.1	24.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	40	100.0	67.6	29.7	2.7	0.0	2.7
	4	34	100.0	61.8	26.5	5.9	5.9	11.8
	5	37	100.0	62.2	32.4	5.4	0.0	5.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	40	100.0	40.5	43.2	16.2	0.0	16.2
	4	34	100.0	55.9	32.4	11.8	0.0	11.8
	5	37	100.0	54.1	43.2	2.7	0.0	2.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 231)</b>				
First graders who attended full-day kindergarten	80.5%	Down from 100.0%	100.0%	100.0%
Retention rate	6.2%	No change	3.9%	3.0%
Attendance rate	96.1%	Down from 96.2%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%	Down from 4.4%	5.9%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Down from 4.4%	5.2%	3.2%
Eligible for gifted and talented	13.3%	Up from 6.6%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 5.8%	8.0%	8.2%
Older than usual for grade	3.9%	Up from 2.6%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 1.3%	0.0%	0.0%
<b>Teachers (n= 18)</b>				
Teachers with advanced degrees	38.9%	Down from 47.1%	50.0%	52.6%
Continuing contract teachers	72.2%	Down from 82.4%	75.0%	83.3%
Highly qualified teachers	93.8%	Down from 100.0%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	84.4%	Up from 80.6%	83.4%	87.0%
Teacher attendance rate	96.7%	Up from 96.0%	94.9%	95.0%
Average teacher salary	\$38,735	Down 4.3%	\$40,366	\$41,703
Prof. development days/teacher	12.3 days	Up from 10.3 days	13.8 days	12.8 days
<b>School</b>				
Principal's years at school	20.0	Up from 19.0	4.0	4.0
Student-teacher ratio in core subjects	17.4 to 1	Down from 19.7 to 1	16.6 to 1	18.8 to 1
Prime instructional time	92.3%	Up from 91.3%	88.8%	89.8%
Dollars spent per pupil*	\$6,285	Up 1.5%	\$7,401	\$6,242
Percent of expenditures for teacher salaries*	55.8%	Down from 56.2%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We are progressing rapidly toward achieving our objectives, goals, and mission as set forth in our Site-Based Plans for Rafting Creek Elementary School. Tremendous growth has been made in student achievement in both English Language Arts and math and in meeting Adequate Yearly Progress for three consecutive years. Our school was recognized in June by the Education Oversight Committee for our hard work and effort to close the achievement gap among students of differing economic, racial and ethnic groups. We are one of only 132 elementary schools from among 833 elementary schools statewide to be recognized for this achievement. We are proud of our students, parents, and teachers for what we have accomplished, and we are committed to continued excellence in all aspects of our program.

To continue building on a strong educational foundation, we strive to strengthen our parent-school connection. In an effort to do this, Rafting Creek offers several events and activities for parents to be actively involved in the school with their children. Two of our more successful events are Creek Nite and Family Fun Day. Creek Nite, which is held one night each quarter, provides an opportunity for parents, other family members, and friends to come in and read with their children. Everyone is encouraged to bring a pillow, maybe a stuffed animal, find a cozy corner, and enjoy a most rewarding night of quality time spent reading. Family Fun Day is a fun-filled activity day held in May. This event also offers parents and family members the opportunity to come out and interact with their children and have a good time. Great food, games, and activities such as bingo, slide, horse-and-carriage ride, bouncy house, and the sack race are just a few of the things that make this spectacular day a success. These programs along with others have been incorporated into our yearly calendar to encourage parent involvement because we believe that effective schools and parental support go hand in hand.

Our instructional strategies and activities, school-wide benchmarks, professional development, parent and community partnerships, and a safe, orderly climate are all an integral part of our initiative to increase the proficiency of our students in all academic areas. Therefore, as we continually strive to meet the challenges set before us, we take this opportunity to thank our parents for the support shown through parent conferences, visits, etc., and ask for your continued support as we prepare our students to meet the challenges of a "global society."

Ida Barboza, Principal

Karen Davis, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	17	36	34
Percent satisfied with learning environment	93.3%	85.7%	78.8%
Percent satisfied with social and physical environment	94.1%	88.6%	85.3%
Percent satisfied with school-home relations	64.7%	82.9%	64.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.